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JOURNAL of EDUCATION

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ISOBEL R. LAY, MANAGING EDITOR

CONTENTS FOR JULY 8, 1929

EDITORIALS:—
Try-Methods 27
How Much Arithmetic? 27
Dr. Claxton's Service 28
Boyden of Boston 28
Aspiring Rockford College 28
Bogan's Five Hundred 28

BEWITCHING WICHITA 29
By A. E. Winship

PARTICIPATION IN MODERN LIFE 30

FAMOUS AMERICAN WOMEN 30

BELDING'S PAGE 31
Fixing the Records 31
Plow Horse or Racer? 31
Seeing Into Industry 31

COURSE OF STUDY MAKING AND SUPERVISION 32
By Samuel Engle Burr

LAUNCHING A SPECIAL CLASS 35
By Annette Bennett

INCENTIVES AND INTERESTS IN HEALTH 37
By C. E. Turner

AFTER LESSONS ARE FINISHED, WHAT? 38
By Ella E. Buck

HURRAH, SCHOOL IS OVER! 40
By Arthur Dean

EDUCATION IN ACTION 41

TREND OF THE TIMES 43

THE BOOK TABLE 44

GRINS BETWEEN GRINDS 45

BOSTON FRIENDS OF MacDONALD 46

SIMONDS PRIZE 1929 46

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EDITORIALS

Try-Methods

THE age-old plan of learning to do things by the "try-method" has entirely collapsed by a cloud-burst flood of scientific *know-before-you-do* education.

This means simply "Think before you act." A billion dollars is invested every year in searching for ways to live and learn how to earn to learn.

Dr. Carver, the great economist of Harvard University, says only one experiment in a thousand is a successful demonstration. That applies to the "try-method," not to science.

Today science announces nothing as a demonstration that it has not demonstrated.

Any one who is buncoed in finance or anything today has only himself to blame.

The following incident speaks for itself. In a public school of good repute a girl, eleven years old, came home with tears in her eyes because she got zero on one of the questions in the examination. The only question in which she had zero was this: "What is civilization?" An eleven-year-old girl!

How Much Arithmetic?

SIXTY years ago we enlisted in a lively warfare for the elimination of the "useless in arithmetic." In a short time, between 1868 and 1878, duodecimals, alligation, and similar useless subjects were eliminated. The effort to eliminate the least common multiple failed at that time.

The time devoted to arithmetic by children was about one-third. That was ultimately reduced somewhat, but there was nothing in the last seventy years that has resisted reduction of time and energy as heroically as has arithmetic.

Professor Guy M. Wilson of Boston University seems likely to eliminate the written problems from the arithmetics, and A. O. Bowden, of Teachers College, assails almost everything except the four initial features of elementary arithmetic. It is a merry time to teach the common branches.

Last year 250 Kansas City teachers attended professional summer sessions of colleges and universities. This year more than 400 are taking professional courses.

Dr. Claxton's Service

DR. PHILANDER P. CLAXTON, who retires from administrative responsibilities at Tulsa, has the most enviable record of educational service of any American who has devoted himself to public school activities.

He won fame as city superintendent at Asheville, North Carolina. He was recognized as the outstanding city superintendent in the Atlantic South, and was classed with the ablest city superintendents in the country.

He created a high-class school system in a Southern city whose fame was made by Northern capitalists. His skill as a public speaker was recognized as an important asset to a city proud of its prestige.

His brilliant platform art made him an important factor when Governor Aycock rallied Edward A. Alderman, Walter Hines Page and others to rescue North Carolina from the condition in which neglect of public education had placed her.

Aycock and Claxton were by far the most famous educational speakers that came to New England year after year.

Claxton's fame as city superintendent of Asheville, as a factor in the Aycock crusade and his eminence as an educational speaker won a place for him as head of the Department of Education in the University of Tennessee, and he was at once in the fore-front of National educators. This gave him the United States Commissionership of Education, and for several years he was the brilliant leader of American school men.

As city superintendent of Tulsa, Oklahoma, for six years, he has demonstrated rare constructive professional skill and will harvest the results of forty-one years of unprecedented experience from Asheville in 1888 to Tulsa in 1929, and is to market the recollections and wisdom of the years with voice and pen. No other American has earned the same prominence as a writer and speaker.

Boyden of Boston

WALLACE C. BOYDEN retires from the principalship of the Boston Teachers College after twenty-nine years of service, because he was born in 1859. "Boyden of Bridgewater" has had a magic professional charm since before "Boyden of Boston" was born.

Albert G. Boyden was principal of the Bridgewater State Normal School while Horace Mann, creator of State Normal Schools in the New World, was living, and his son, Dr. Arthur Clark Boyden, at the height of his health and influence has been in action since the retirement of his illustrious father, but Wallace Clark Boyden, several years his junior, obeys the dictation of law, and retires, but he has woven the art of teaching into the city services of more teachers than has any other person in the city's history, and "Boyden of Boston" is as distinct a creation as "Boyden of Bridgewater."

Aspiring Rockford College

IN CELEBRATING the seventy-fifth anniversary of Rockford, Illinois, College, a plan is announced to have a woman's college rivaling Wellesley, Smith, and other Eastern women's colleges. They plan to raise three million dollars in the near future and later increase the amount to ten millions.

If Chicago takes an interest in this it will be easy of achievement. There are limitless millions available, and the great need is a Woman's College equal to anything in the New World.

Bogan's Five Hundred

"WHAT constructive suggestions can you make as to the ways in which the work of the public schools of Chicago can be improved?"

Chicago schools are a hundred years old. The first quarter of the century they were childishly trying to find themselves. The second quarter of the century they were restless and venturesome. The third quarter of the century they ripened into American leadership of the Midwest. In the quarter of the century just closing they have skilfully harvested the results of many experiments and demonstrations of professional ventures.

Superintendent Bogan has a vision of a noble marketing of the harvest of the schools in the first quarter of the second century.

Mr. Bogan realizes that the public schools are the public's schools and not the schools of professionalists. The public is as sensitive to the form in which the product of the schools reaches the market as are retailers of fruits and vegetables, and of things to wear.

No merchant gets any credit on the out-of-style goods he carries over. Credit is a matter of what will sell tomorrow, not what would have sold yesterday.

In order to have the product of the Chicago schools meet the American market at the sales centre of the Great Mid-American Metropolis, Mr. Bogan has asked five hundred of the representative men and women of the city, men and women who must use and sell this product, to make constructive suggestions as to ways in which the schools of Chicago can be improved.

The success of Mr. Bogan's experiment depends upon whether those who reply think of the tomorrow of the children of today or of their own day-before-yesterday's childhood.

Bewitching Wichita

By A. E. WINSHIP

THE gasoline motor and concrete boulevard are remaking American geography, and the Southwest is profiting thereby magically if not miraculously.

The East had not adjusted itself to Dallas before Wichita began its marvelous pageant of progress.

I was ten years old when the Federal Government sent a Harvard graduate with instructions to locate the point where the Missouri river crosses the fortieth parallel, and survey that parallel as far west as civilization would ever go and there locate the sixth principal meridian. Wichita is on that meridian, and since ten years of age I have watched civilization defy the wisdom of that Harvard graduate's instruction to pause at the Wichita meridian.

I have known Kansas for forty-seven years. It was largely New England conscience that was responsible for the high speed sentiment that attracted the civilized world to the early settlers of Kansas.

It was largely New England capital and enterprise that pioneered the first railroad into the Southwest and into Southern California, and it was my intimate acquaintance with some of these leaders that was responsible for my early interest in those adventures.

Until recently the thought was centred on what Kansas and her railroads were doing for the Mexicans and Indians into whose domains they were trying to carry modern civilization, but all this changed as by magic, and Wichita is doing it.

Until recently Wichita's defiance of its instructions to halt civilization at the sixth principal meridian attracted little attention, but now Wichita is creating as much excitement as Dallas did when it was selected instead of New Orleans as a Reserve National Bank centre, and even now the national ignorance regarding Wichita would make morons of most university professors if given an intelligence test on the pace of progress of Wichita.

Wichita is the third city in America in the quantity and quality of flour manufacture, and is the first city in the New World in the number and variety of airplanes manufactured in its fourteen factories for their creation.

But these high points have less real significance than have the residences of millionaires and queens of society who have made College Hill rival the most beautiful residential district in the Old World or the New. Even the beauty of these spacious grounds and their luxurious apartments mean less than the second two-million-dollar high school plant which has no architectural rival anywhere under the Stars and Stripes.

All this has been the glorification of human nature, for the genius and mastery, the spirit and enterprise of men have achieved all this, but nature has helped the triumph of human nature by the revelation of vast wealth shooting oil and gas from the earth beneath.

But all this is merely incidental to the real fame and fortune of Wichita, which will never have a rival between the Missouri and Colorado rivers in focusing the commercial and social energy of the New Southwest.

The Municipal University of Wichita recently dedicated a quarter-of-a-million-dollar science building which is the latest word in every phase of science from the kitchen to the aeronautics; the entire laboratory equipment was artistically and scientifically made in a great piano factory.

Three years ago the city purchased the entire campus and buildings of the Fairmount College and purchased an additional sixty acres, making a campus with wonderful soil and climate that can make as beautiful grounds as any college or university in America can possess.

The city places at the disposal of the university a two-mill tax on all taxable property in the city, and the valuation of city property goes up by leaps and bounds.

This university has all the territorial range that Wichita has commercially and socially. It is attractive to students in as wide a range as Wichita is in taste, and it markets its products as readily as the merchants do.

The business activities of Wichita present innumerable opportunities for students to earn the entire expense of their university course, and the opportunity to market their scholastic product is almost limitless, for they are at the apex of a vast area west and southwest, and they swing through a wide radius northeast and southeast, for their concrete highways reach fan-like in every direction.

With an income of approximately half-a-million dollars a year which will increase substantially every year, with the emphasis on the latest word in science and industrial arts, this university will be as great an asset to Wichita as it will be to the country round about.

Wichita and its Municipal University are not only the latest creation of a great city and university, but they meet the need of the last great area of virgin soil in nature and human nature, so that neither the city nor its university is liable to have a rival pioneer in any other field.

Harold W. Foght, a lad born in Norway,

came into New York harbor the day that President Garfield was assassinated, a shocking experience for a family that had come with great anticipation.

He went at once with the family to a farm in North Central Nebraska.

The trail of a quarter of a century from the Nebraska farm through rural school and colleges as pupil and student, then as teacher in rural schools and colleges has no vital interest except that the development and experiences of the twenty-five years qualified him to be selected for the faculty of the Kirksville, Missouri, State Teachers College by that master artist in the selecting of talent, Dr. John R. Kirk.

When Dr. Foght followed Professor Vaughan in that highly interesting Teachers College his career really began. From the first he was a leader in the faculty and a professional leader in Northeast Missouri.

It was only twenty years from the day he joined Dr. Kirk's faculty till he was inaugurated as president of a municipal university that has made a record in three years.

So fast did fame come to Harold W. Foght at Kirksville that in less than ten years he was selected as head of the Country Life Division of the United States Bureau of Education by Dr. Philander P. Claxton, and in seven years in that position he was the best known authority on several phases of rural school activity in the country, and was selected for the presidency of the Aberdeen State Teachers College, one of the outstanding state teacher-training institutions in the country.

When Wichita canvassed the national field for a leader in the creation of a great municipal university with an almost limitless list of applicants, Dr. Foght's writings and other achievements easily placed him in the forefront, and he is meeting his responsibilities as president right royally.

Participation in Modern Life

PROFESSOR HAROLD O. RUGG, Teachers College, Columbia University, is a pioneer in a great educational adventure. He challenges sacred tradition defiantly. He says that geography, history, and civics can no more be made to function independently than the heart and lungs, digestive and nervous systems can play their part regardless of one another.

Dr. Rugg says that geography, history and civics and other social subjects are studied merely to give boys and girls a better understanding of the world in order that they may live together more advantageously.

Dr. Rugg insists that in the seventh, eighth and ninth grades, especially, it is of prime importance that the schools introduce young people to the conditions they will meet and the problems they must solve in order to function advantageously in the American democracy.

Dr. Rugg has been lecturing courageously and appealingly and writing skilfully and discriminatingly along this line, and now his publishers, Ginn and Company, announce "An Introduction to American Civilization," in which he presents an authoritative treatment of American civilization embodying the mature thought of the leading students of modern life. Dr. Rugg's presentation far from reducing the amount of history or geography or civics has added to the course of study a wealth of new material not hitherto utilized.

Dr. Rugg's writings are always dramatic. He is highly artistic in his approach to any phase of a subject. First of all he wins the confidence of his readers by the genuineness of his spirit. He then carries them with him as naturally as mountain climbers follow their guide.

"An Introduction to American Civilization" will be anticipated as few educational books have been, because it will pilot a new professional bimotored craft. There will be in addition to the textbook a "practice" or work book. Dr. Rugg has evolved both textbook and work book by experiment and demonstration by teachers in many cities.

Personally, we expect "An Introduction to American Civilization" to be an inspirational vision, and we are sure that it and the "Work Book" will be as fascinating to teachers of geography, history, and civics as the philosophical view is to us.

Famous American Women

IN THE Hall of Fame, New York University, of the sixty-five eminent Americans who have been elected thereto seven are women, Charlotte Cushman, Mary Lyon, Maria Mitchell, Alice Freeman Palmer, Harriet Beecher Stowe, Mrs. Emma Hart Willard, and Frances E. Willard. Of these three are famous for their connection with colleges for women, while none of the fifty-eight men is there because of fame attained as an administrator of an institution for the education of men.

The University of Michigan is to have a Legal Research building, costing $1,750,000, the gift of William Wilson Cook, of New York City, an alumnus.

A suggestive sentence which we have heard for the first time on June 4, although it is probably very ancient: "It is impossible to pull when you are kicking, or to kick when you are pulling."

Belding's Page

FIXING THE RECORDS

THE close of the school year finds principals and others occupied with that great indoor sport of compiling the records. Local boards and state authorities must be advised of what the school has accomplished.

One of the first questions to be faced is: "How many days during the past school year was your school actually in session?"

It is a question which deserves to be answered honestly. Yet there is a vast difference in the scruples which different executives exercise when writing down their answer.

For example, a certain city school board recently voted to close the schools three or four days earlier than had been planned. Hot weather seemed to have struck the committee room suddenly, and it was agreed that the children must be set free at once. The schools had been in session 169½ days. But principals were instructed to count the day of the county institute, a few odd half days of recess and another imaginary day or two, stretching the total to 174. It hurt the more conscientious officials, no doubt, but appearances must be kept up. Besides, orders are orders.

This was an actual case, and it probably was not the only one of a similar character.

The same temptation comes to teachers in reporting the ground covered by their classes in the year. Plain unvarnished truth regarding the pages read, problems solved and work completed, looks so unimpressive that the pen slips and larger figures are substituted. Perhaps the teacher reasons that others are doing the same thing. This is apt to be the case where comparative figures are published, as they are in some states and cities.

Children are taught that they must not cheat. The rule should apply to teachers and school officers.

One way to encourage veracity is to remove the emphasis from quantity and put it on quality, in the matter of classroom instruction.

PLOW HORSE OR RACER?

A NEWS story from Budapest tells of a horse, once condemned by its owner as "fit only for a plow," which won the Hungarian Derby against a field of twenty-one of the country's best thoroughbreds.

This horse, Rabalo, was recently sold to a tavern keeper, who found him too short to hitch to a cart. A friend took Rabalo in charge, and trained him again for racing—with the result noted.

Our schools have their Rabalos likewise—their boys and girls who are condemned as fit for the plow because, forsooth, they do not come up to certain arbitrary measurements. However scientific our yardsticks may appear, they are bound to be faulty when applied to human beings—and to some human beings more than others.

Many a Rabalo, too short for a cart, has secretly hitched his wagon to a star and "arrived."

Some one once remarked that you can't tell how far a toad will jump by simply looking at him. You've got to let him try it.

A boy is infinitely more complex than a toad, and infinitely more difficult to gauge. Yet many educators are pretending the ability to estimate what a boy has in him; how far and how fast he can travel.

Equal opportunity for all means an opportunity for every young person to go as far as his actual ability permits; not only to the limit prescribed by some presumptuous authority who may have given but superficial study to his case.

Horse experts think they know horses. Yet horse experts are forever picking a horse to lose that fools them by coming in first.

Give our human colts the benefit of every doubt. Be not too swift in consigning them to plows and carts when there may be some more challenging vocation for them. The colt that is once consigned to a plow does not often have a chance to become a racer.

SEEING INTO INDUSTRY

IN SOME way or other industry manages to make room, each year, for thousands of new graduates. Generally speaking, the attitude of industry toward these products of the schools and colleges is sympathetic and friendly. But there is a vast difference between concerns in their policy of hiring youths armed with diplomas. Some firms are very reluctant to hire such applicants. Such firms still cling to the notion which Horace Greeley used to have that he would as soon let loose a bull in a china shop as a college man in a newspaper office.

The largest and most progressive organizations do not hesitate to admit the graduates of colleges and technical schools. General Electric Company, for example, has 4,400 graduates of the higher institutions on its pay roll in this country, besides many in foreign countries.

So eager are some corporations today to secure the services of the bright, disciplined minds, that they fairly camp upon the doorsteps of the universities to select and carry off their finest graduates the moment they become available.

Anson W. Belding

Associate Editor.

Course of Study Making and Supervision

By SAMUEL ENGLE BURR

Lynn, Mass.

CURRICULUM is ordinarily considered to be a much broader term than *course of study*. The curriculum includes the course of study and the actual work done by the teacher and the pupil. In brief, the curriculum is the course of study put into operation.

Usually, we consider a *course of study* to be a written or printed document setting forth such details as the subject matter, the method or technique of presentation, and the supplies and equipment to be used in carrying on a certain unit of school work.

Supervision has come to be a very broad and inclusive term, and may be said to include any activity utilized by a supervisory officer for the purpose of helping the teacher to carry on her work more effectively than she has in the past.

To what extent can the supervisor help the teacher to do more effective work by means of a revision of the printed course of study?

By means of curriculum revision the supervisor can help the teacher only to such an extent as the teacher herself understands such revision, approves of it, and participates in the actual work, herself.

One of my duties in the Lynn Public Schools is the administration of a standardized testing program. I have found by experience that to get the maximum use of test results teachers must understand what the tests are and what their purposes are. Then they must actually administer the group tests, assist in marking the papers and be guided to interpret the scores into useful values.

The same is true of course of study making. The first essential is to show teachers a need for the work. Then the teachers must be guided to carry on the revision themselves. Of course, there is great value in having a fine course of study, after the work is completed, but the greatest value will have come about in the changed ideas and added learnings which the teachers have experienced while involved in the work.

We are now engaged in a program of curriculum revision in the elementary grades, 1 to 6, inclusive. This is soon to be extended to the secondary schools.

The Curriculum Revision movement as it has developed in our schools has four distinct phases which are co-ordinated through the office of the Director of Research. All four of these phases have supervisory aspects of distinct value.

One approach to Curriculum Revision is through our Curriculum Council. This council is composed of forty-five members, as follows:—

The superintendent of schools, the deputy superintendent, the director of research, and the two elementary supervisors make an executive committee of five, functioning within the council.

All special supervisors and all elementary supervising principals are members. There are also representatives of the central staff, of the teaching principals, of the classroom teachers, and of the secondary schools.

This council was formed early in the year, and it has met about once a week for a series of discussion meetings. Growing out of these discussions the council has outlined its functions as follows:—

1. To plan our general procedure in the work of Curriculum Reconstruction.
2. To advise with the chairman on the administration of the work, as it progresses, making suggestions and offering criticisms.
3. To review materials and reports submitted by sub-committees, accepting these or returning them for revision. Such reports as are accepted shall be submitted by the council to the superintendent, with the recommendation that this material be included in the new course of study.

Reading references have been sent to the members of the council from time to time, and they have been requested to suggest other readings, if they did not feel that those outlined by the chairman were truly representative of the field being considered.

As a result of the work of this council it has been decided that before constructive work can be undertaken by sub-committees, which will be composed of supervisors, principals and classroom teachers, we must have some definitely accepted educational viewpoint. Such a statement of educational viewpoint will be a philosophy upon which the committees will base their work. Such a statement will commit us to formal methods or to an activities program. It will express the aims of education. It will define the type of relationship which we believe should exist between the pupil and teacher.

The council has requested the appointment of a committee to consider grouping standards for pupils, such as those of the X Y Z plan, which originated in Detroit. We feel that the subject matter committees cannot proceed with their work until they know what basic philosophy will be

accepted and what type of pupil grouping will be recommended.

The supervisory factor involved in this council is self-apparent. Here we have gathered together those who have supervisory authority in the schools, as well as the leaders selected by the teachers themselves. The meetings which we have held have really been more or less of an extension course involving the elements of educational philosophy, educational psychology and the technique of curriculum making. It is inconceivable that those attending these meetings have not been influenced, in their supervisory work, by the reading which they have done and by the discussions which they have heard and have entered into.

In order to explain the second type of activity involved in our Curriculum Reconstruction Program, I shall quote from the annual report of our superintendent, Harvey S. Gruver, for the year 1928.

"Closely allied with the curriculum research program is the supervisory and teaching technique which utilizes the so-called 'units' or 'units of work.' These can be recognized as natural developments of the project method so much discussed about five years ago. The starting of these units is a further attempt to recognize the child as an individual, with individual needs, different in some degree from those of the other children.

"The basis upon which the 'units of work' rest is the psychological fact that children, as well as adults, learn to do by actually doing. This constitutes an activity basis for learning. It is better to have all the pupils take an active part in the daily program than to have them sit passively while the teacher and only one pupil may be actively engaged in doing.

"A unit of work is a group project or an activity in which all the pupils and the teacher of a certain class take part. The unit should be intrinsic, that is, the motivation for it should come from the children themselves, and should represent something in which they have an actual interest of their own.

"The unit should be worked out upon a child-life plane. Childhood is just as much a part of life as is the stage of the adult. For many years teaching has been approached in most schools from the adult's point of view alone, but the unit of work is designed to take into account the child's point of view, and develops things according to his interests and understandings.

"The unit of work should be purposeful, that is, there should be some definite outcome toward which the children and the teacher are working co-operatively. It may be divided up into parts and each pupil have a definite objective in view in carrying on the work. Of course, it is necessary that the outcomes should be worthwhile, and if worthwhile outcomes are expected, then a check-up or test to determine whether or not they are reached should also be expected.

"Finally, units of work should involve all the pupils concerned, and should recognize the individual differences within the group, assigning to each one those things calculated to fit that individual's needs.

"A great deal of freedom characterizes the work in units, and in order to carry it on to best advantage, freedom to move about the room, to plan, and to execute, should be expected. As greater freedom is accorded by movable furniture, this should be supplied wherever possible, and the children, under the teacher's direction, should be allowed to arrange the furnishings in such a way as to fit best with the type of unit being carried on.

"Units of work should recognize the initiative of the child as well as the initiative of the teacher. They offer an opportunity for the pupil to express his own ideas and to try out his own plans to meet life conditions, and to experience both success and failure, as he will later in adult life.

"Insofar as possible, the unit should involve many types of work. The fundamental processes —reading, writing, arithmetic, and spelling—will usually be involved in all units. Many units will relate the arts, such as music, drawing, modeling, and folk-dancing, with these fundamentals. This will not be a false or forced correlation, but will be a natural binding together of these elements.

"Physical education will come in for its share of attention, and such matters as attendance, punctuality, character development, ethical and moral training will, of course, find integral places as the unit progresses.

"It has been our plan, during the past several years, to introduce units of work gradually. Some teachers have used them more extensively than others, and some classes have spent more time on this type of procedure than others. During the present school year practically every class in the elementary schools has engaged in at least one unit of work involving two or three periods of approximately an hour and a half or two hours per week. Summaries of these units have been prepared in written form and submitted to the elementary and primary supervisors as the initial offerings for a library of units.

"Although it is expected that the use of units of work will increase as they become more fully understood, and as their benefits become more definitely established, it is not to be assumed that they will involve the complete time spent in school. In fact, many of the units themselves provide motivation for more definite formal teaching and drill in the fundamental subjects.

"In order to check up upon the results secured, the purposes of the units must be consistent with

statements of objectives for the various grades. We have always had statements of objectives or so-called promotion standards for the various grades, and the function of the units is to meet these various grade requirements by an improved technique, and perhaps to reach out far beyond what the statement of standards has included, especially in those things so hard to measure, such as character development, ethical and moral standards, appreciations of the finer things in life, and general cultural values. They can also be expected to improve our accomplishments in such basic considerations as good citizenship, and the ability to become a worthy member of an American home."

It will be seen from this quotation that originally the introduction of units of work was purely a supervisory activity. Now that teachers are using units, however, they become, in effect, revisions of the curriculum.

Consequently, we now have curriculum committees considering the units which have been written up by the teachers. These committees select the best units, suggest possible improvements and recommend them for inclusion in the new course of study.

This phase of our program of course of study revision is a pure, laboratory method and involves constant supervisory work.

Not all public school systems have separately organized research departments, but any public school system can initiate a program such as that from which our third approach to curriculum revision has evolved, even though it is a research activity.

The principals in our various schools hold meetings of their teachers on a weekly basis. We have recommended to the principals that they should set up local research councils; should choose a topic of direct professional interest to the teachers involved, and should carry on a research project upon that topic during the year, utilizing the weekly meeting, or part of it, for this purpose.

Sixteen such councils have been organized, and most of them have continued throughout the term. They have chosen all kinds of topics, and their membership varies very much in size. The amount of reading and of real research work has depended upon the group involved.

One of these councils chose the topic of Lynn History. This topic proved to be so popular that teachers from other buildings joined this council, so that its total membership has been about forty teachers. They have carried on historical research and have located a considerable amount of material which will be of particular value, in view of the fact that this is the tercentenary year in Lynn history, and that our celebration of this event will come during the first week in July.

Growing out of this council, we now have a committee of teachers called the "Editing Committee," which is drawing up a report upon the materials which the members of the council have located. This editing committee has been made one of our curriculum committees, and its report will be used as a course of study in local history.

The supervisory element has been dominant in this work, as it was in the first two approaches which were discussed. The adviser of the council was the supervisor of our fourth, fifth and sixth grades. Her guidance and assistance have been apparent throughout the work of the council. Her advice has been sought as to adapting the materials to classroom use and for use in meeting the history requirements set up in our old courses of study.

Two elements have combined in shaping the fourth approach to our curriculum problem. The standardized testing program administered by the research department in the school year 1927-28 indicated that the results being secured in our elementary grades were just about at the national norms established for these tests, except as follows: The results in sixth grade spelling and arithmetic were low. The results in the social sciences—history and geography—were uniformly high throughout the grades which studied these subjects.

In order to improve the results in arithmetic it was decided that a professional improvement course in the teaching of arithmetic should be secured and offered under advantageous circumstances to the teachers involved.

The new salary schedule which was adopted by the School Committee in January, 1928, provided a supermaximum salary under certain conditions, one of which was the completion of certain professional improvement work beyond the minimum requirements. Hence, it was necessary to secure a professional improvement course in the teaching of arithmetic in such a way that the teachers could secure college credit for it and apply this credit in meeting the point requirements for the supermaximum salary.

Such a course was secured under the auspices of Boston University, with Professor Guy M. Wilson in charge. Other courses have also been secured, but this one is used as an example. Professor Wilson, in outlining his course, conferred with the superintendent, the supervisor of grades 4, 5, and 6, and the director of research. He fitted the course to the actual needs which had been developed by the testing program and by personal observations of the superintendent and supervisor.

As a result of this course we now have two committees of teachers—one working upon a drill service in arithmetic, and the other working upon the matter of problems in arithmetic. These two committees are part of our curriculum reconstruction program, and their report will be sub-

mitted to our curriculum council for its approval.

Here, again, it can be seen that the supervisory side of curriculum making has been emphasized from the beginning, and that the purpose of the work has been to help the teachers to secure better results in the classroom.

In conclusion, I would like to say that curriculum making has certain valuable supervisory aspects, and that in Lynn we are taking full advantage of them. The converse of this statement is equally true—to the effect that the supervisor can use a curriculum reconstruction program as a powerful and far reaching supervisory technique. I would like to emphasize the statement made earlier, that course of study construction usually is effective to whatever extent the supervisors and teachers believe in the work, understand about it, approve of it, and participate in it.

Launching a Special Class

By ANNETTE BENNETT
Ohio University, Athens

THE following article was written with the hope that it might prove to be of some help to the inexperienced teacher who faces a variety of baffling problems when she first takes charge of a typical special class.

By a "typical" special class is meant a group of fourteen or fifteen boys and girls, ranging in chronological age from eight to sixteen years, and in mental age from five to eleven years. Some may have been members of the class four or five years or longer. Others may have entered during the school year in question. Most of the group will be of the moron type; that is, their intelligence quotients will range between the limits .50 to .70. Some, no doubt, will prove to be behavior problems, since it is a well-known fact that many grade teachers are content to allow an average, mentally retarded child to remain in their group, provided he does not prove to be a disciplinary case. The special class teacher must expect, therefore, to receive behavior problems. She can insist, however, that only those who are mentally retarded be assigned to her.

No school work, worthy of the name, can be done until harmony has been established in the classroom. The teacher should insist from the start upon punctuality, good working habits, and co-operation. Since many subnormal children tend to be emotionally unstable, the situation calls for a teacher who is above average in poise and sympathetic understanding. There is no greater pedagogical misfit than a weak disciplinarian in charge of a special class.

Since the interests and needs of the children vary from class to class, only general recommendations can be given concerning the daily program. The periods which require mental concentration should be followed by games and relaxation exercises. About one-fourth of the day's work should be devoted to reading and word drills; one-fourth, to industrial work and activity projects of various kinds; one-fourth, to games and recreation; and one-fourth, to oral language, spelling, arithmetic, writing, music and drawing.

It is the writer's purpose in this paper to limit the discussion to the organization of the work in the subjects which require individual instruction. The individual differences in the rate of progress and in the remedial work needed, make it almost imperative that instruction in special classes in subjects such as reading, arithmetic, writing, and spelling be given individually.

Each child has his own peculiar weaknesses. Many have built up faulty habits of learning while struggling along in the grades, before being assigned to a special class. It is not unusual to receive a fourteen or fifteen-year-old boy or girl who has been attempting to read fourth or fifth grade material, without having yet learned to sound or recognize the different letters of the alphabet. Every new word is a Chinese puzzle to such a child. Many tend to read their words backwards. Practically all are weak in syllabication. Any typical special class will prove to be a research laboratory for the teacher who is interested in educational diagnosis.

As soon as possible after taking charge of the class the new teacher should ascertain not only the mental age of each of her pupils, but she should also get a general estimation of their present status in the various school subjects. The quickest and best way to secure this knowledge is to give a series of good educational group tests, such as the Stanford Achievement tests, the Haggerty Sigma I Silent Reading test, the Woody-McCall Arithmetic test, Burgess Silent Reading tests, Gates Diagnostic Tests in Reading, and the Ayres Scale in Spelling. If the teacher will carefully study the results of these tests, she will make fewer errors in the initial assignment of textbooks and seat work, and in her plan of remedial instruction. The data from these tests, after being converted into grade norms and plotted for each child should be carefully preserved for future reference. A series of duplicate tests should be given at the close of the semester's work in order to secure some objective data concerning the children's progress. It has been found that with good instruction most

special class children can approximate in the various school subjects the grade level corresponding to their mental age. It also stimulates the teacher's effort to have such a goal in mind.

During the conduct of the recitation the teacher should have her desk in the back of the classroom, where she can hear each child recite without attracting the attention of his classmates. Many dull children have become awkward and self-conscious because of their stumbling efforts. Four or five minutes given to each child each period, with well-directed seat work, will accomplish much more than the usual group instruction. To carry out such a program the teacher needs to have an abundance of interesting seat work of various grades of difficulty.

There is a limited amount of material on the market which has been planned for individual instruction. Some of this will prove to be of value to the teacher of retarded children and some will not. In the academic subjects only the minimum essentials should be stressed, but each step in the child's progress should be most carefully planned and thoroughly mastered.

Material which has self-correcting keys such as the Winnetka progress books, the Plymouth Mastery Units, or the Burk Self-Instruction Arithmetics, published by Rand-McNally Company, will relieve the teacher of much clerical work. Many teachers realize the value of individual instruction, but are at a loss to know how to proceed, owing to the fact that they are not familiar with the material already available for such work. As little seat work as possible should be given which has no self-correcting key or which cannot be checked by the teacher. It is far more difficult to correct the slovenly, incorrect habits which a special class child tends to form when his work is not supervised by his teacher, than it is to teach the right habits in the process of learning.

The data gained from the classification scores in the reading test will be the basis for the initial distribution of reading material. Make use of readers, such as the Thought Test Readers, published by the University Publishing Company, which are accompanied by carefully worked-out lesson exercises that check up on the child's reading comprehension. For children who are in the pre-primary or primary stage in the reading process such material as the Plymouth Unit Mastery Units for word recognition, the Work and Play pamphlets published by McCreary Company, the Detroit Picture Story Hour Readers and the Word Books in Reading, published by Harter Company, will greatly simplify the problem of individual instruction. With such material, children whose mental age is between five and seven years can be busily and happily employed. The primary aim of the teacher in such cases is to build up a vocabulary and word knowledge. The reading of sentences and more difficult passages will follow in due time.

It will be found helpful to record each child's daily progress in arithmetic and reading on a card such as the following:—

PROGRESS CHART

Name Subject

Lesson completed Assignment

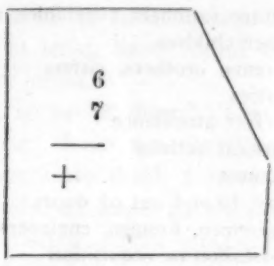
Date		
		Thought Test III
3-6	Lesson 3	Lesson 3
3-7	Lesson 4	Lesson 4
		Plymouth #983 "2

The daily assignment and seat work in reading is recorded on the right side of the card, as indicated above. The lesson completed and date are recorded on the left side of the card. A check √ indicates a perfect lesson. A circle round 4 indicates a lesson which must be reviewed before advance work is taken up. On the reverse side of the progress chart the teacher can tabulate, for quick reference, the seat work material which she has at hand that is best suited to the child's ability. In individual instruction it is not a satisfactory procedure to trust to one's memory concerning the assignment of work which has been made. With one glance at the child's record card the teacher can see just where he is working, just what weak points she has found in his work, and what review is needed.

To stimulate the children's interest in their progress a record chart can be made on the blackboard where each perfect lesson in reading, arithmetic and spelling, or honor marks for effort, citizenship and punctuality, are indicated by a star. The finger marks on the chart after two or three weeks' trial will be mute witnesses to the zeal with which each one keeps a record of the number of his stars. This may look like an extraneous, artificial device. However, the children's renewed zeal and interest in their work justify throwing theory to the winds. After all, do the more conventional baubles which adults pursue in so-called "real life" result in anything much better than renewed zeal and zest in the daily task?

No book work in arithmetic should be assigned until the children have made considerable progress in the mastery of the four fundamental processes up to twenty. For this work the Washburn individual drill cards in addition, subtraction, multiplication, and division are very helpful. These cards have the combinations with the answers on one side and the same combinations without the

answers on the other side. They are easily handled and shaped as illustrated below:—



A fundamental principle which cannot be too greatly stressed in special class work is to establish the correct responses from the very beginning. Do not allow children to guess at the right answers in number combination. A child's perceptual response to the visual stimulus "7 plus 6" should just as quickly and surely be "13" as his response to the letters c-a-t is the word "cat."

In number work no preliminary steps should be taken for granted. For example, all the addition combinations from 0 to 5 should be thoroughly mastered before those from 5 to 10 are taken up. After the combinations from 0 to 10 can be given with as much ease as letter combinations are recognized as words, then proceed to the combinations from 10 to 20. This drill work sounds dull and uninteresting, but it is far from being so if presented rightly. The thrill which dull children get from the mastery of simple, routine work is perhaps in its way as genuine as the enthusiasm of brighter children for more ambitious projects. For all of us, intellectual work is stimulating in proportion to the degree of skill which we can display. Cross-word puzzles, for example, continue to challenge the interest of thousands of adults, not because they present a felt need which they feel impelled to solve, but because they hold out a reasonable chance of successful accomplishment without requiring too painful an exercise of mental activity.

"Make haste slowly" is our motto in special class work. With a foundation securely laid, more ambitious school projects may be attempted. The danger at all times is to attempt work so far above the children's mental level that nothing but habits of guessing and slovenly work result. The teacher of retarded children must ever keep in mind that she dare not forge any weak links in the educational chain in the instruction of dull children if she wishes to achieve results. By "results" is meant the happy, successful functioning of the child at his own level of ability.

Incentives and Interests in Health

By C. E. TURNER

Professor of Biology and Public Health,
Massachusetts Institute of Technology

HOW can we make pupils *desire* to adopt and maintain the best health practices? What are the means of motivation in the field of health?

This is the vital problem in health education. We take the ground that health *training* is the most important phase of health education. Our first procedures (in the lower grades) seek to establish desirable habits and attitudes. The teaching of facts supplements the health-training program and provides a factual basis for the continuation of healthful living and for making new decisions. We are teaching more health facts than we did fifteen years ago, and there is an insistent demand for more competent instruction at the upper grade levels; but primary emphasis will remain upon health training and our success will largely depend upon our ability to interest the child.

We cannot hold up health to him as a desirable abstraction. It must be interpreted to him in terms of the concrete and specific contributions which it has to offer to the individual. Health is not an end in itself. It is a means of enriching life. The teacher seeks those objectives of childhood to the attainment of which health contributes. These objectives rather than vague ideas of health itself are real to the child. The value of health is to be measured in terms of the things health makes possible.

Health habits are encouraged not through commands, threats, bribes, or entreaties. They are approached by the avenues of desire and interest. Our first step in health training, therefore, is the search for incentives. The incentive is a desire of the child. Because he wants something he will develop health practices in order to attain it.

GRADES	INCENTIVES
All	Desire to grow
All	Desire for approval from one's social group
All	Desire to imitate those one admires
All	Desire to earn recognition for worthwhile accomplishment
All	Interest in personal appearance
All	Desire for good report in school work
All	Desire to participate in outdoor sports (skating, skiing, coasting, hiking, fishing, hunting, and camping)
All	Desire to win in competition
K-5	Desire to do grown-up things
K-5	Desire to be helpful at home and at school
1-9	Interest in group competition

1-9 Desire to succeed in playground and gymnasium activities
4-9 Desire to earn membership and improve standing in Boy Scouts, Girl Scouts, and similar organizations
4-9 Desire to improve record in athletic events
4-9 Desire to be a worthy citizen

The writer desires to give credit to the many people who have participated in the preparation of the list of incentives shown here. A first list was prepared by supervisors and teachers in Malden, Massachusetts, in the study of methods which preceded the development of the Malden Health Series. Other incentives were added to this list by committees of grade teachers in the schools of Cleveland, Ohio, during the preparation of the Cleveland curriculum in health education. Further suggestions were made by a group of ninety teachers in the public schools of Lynn, and a group of graduate students in health education at M. I. T. assisted in revising and eliminating duplication from the list. Altogether more than two hundred people have contributed suggestions concerning these incentives. The list is probably not complete, but it undoubtedly contains the most important items.

Space forbids the discussion of individual incentives. Interest in growing is undoubtedly the most important and the most widely used. To an increasing degree children are being interested in regular monthly growth and less emphasis is being placed upon the child's relation to "normal" or average weight. With this first incentive and with every other the teacher recognizes the desire and plans specific, educationally sound procedures or devices which will make use of it. That is the process by which health education methods are developed. The incentives form the psychological foundation upon which the methods rest.

Wholly apart from these incentives, which may be used in actually motivating the child, we find a group of interests. The teacher groups above mentioned have suggested that children are naturally interested in the following things:—

INTERESTS

1. Babies
2. Care of dolls—housekeeping duties
3. Cartoons
4. Class and school loyalty
5. Clubs.
6. Collecting things
7. Community centres
8. Concerts
9. Cooking
10. Debates
11. Dramatization
12. Drawing and painting, poster making
13. Excursions
14. Exercise
15. Father's occupation
16. Folk dances.
17. Free expression
18. Games and toys
19. Handling things—manipulation
20. Health magazines
21. Keeping a diary
22. Machinery
23. Making things
24. Movies
25. Music
26. Nature (animals, vegetables, minerals)
27. Other children
28. Parents, brothers, sisters
29. Parties
30. Perfect attendance
31. Physical activity
32. Pictures
33. Play, in and out of doors
34. Policemen, firemen, engineers, etc.
35. Possession or acquisition
36. Puppet shows
37. Radio
38. Reading
39. Repairing things
40. Safety council
41. Saving or thrift
42. School and building activities
43. School fund
44. School newspaper
45. School orchestra
46. Scrapbooks
47. Seasons
48. Sewing
49. Slides (pictures)
50. Stories
51. Styles
52. Writing original plays and stories
53. Writing poetry—slogans

These natural interests may frequently be used to advantage in health education. They provide an interesting approach, a point of departure for the discussion of health facts, and suggestions for teaching units. The child will not improve his health habits because he is interested in these things, but they provide an opportunity for the association of interests.

After Lessons Are Finished, What?

By ELLA E. BUCK
North St. Paul, Minnesota

A BRIGHT little eleven-year-old friend of mine, who is in the B seventh grade in one of our large town schools, confided to me that she liked school but just "hated" assembly periods.

"Why do you hate assembly periods?" I inquired curiously.

"Because I have nothing to do and it is so tiresome," she complained. "You see, I have my lessons for today because I study them in the afternoon and I've worked my arithmetic ahead just pages. We can't draw or read library books, so I usually get into mischief and then I get a bad mark in deportment."

This child does not take her books home at night. Her average in all class work is very high and her deportment is "C." True, she is bright, but she is not an exceptional child. There are usually several of her mental calibre in every rural school of average size.

It set me thinking. If a city school with but one or two grades to a room cannot keep a bright

child occupied, what about the average one-room rural school with its many grades and with but ten to fifteen minute class periods.

Much is written about seatwork for the lower grades, but I, at least, have found very little said about the older child.

What, then, is to be done? This question has long puzzled me. I do not claim to have solved the problem, but I do think I have found a few things which help, at least, in the rural school.

Last year I had a school of twenty-six pupils of all ages and grades. As we were not allowed to combine grades in that county, I found myself with seven grades, which gave me scant time to spend on the child who needed a little special attention. Therefore, I organized my middle and upper grade children into monitor teachers, certain ones of whom were chosen each week. Both boys and girls love to teach and most of them make surprisingly careful and strict teachers. To stimulate effort in their class work no child was allowed to teach who did not have at least an average of "C." These little teachers did many things which not only greatly aided me, but proved to be of real educational value to the monitor himself. They conducted phrase, phonics and number drills; took charge of special reading classes; distributed and collected seatwork, and saw to it that the smaller ones were never idle.

At a certain time set aside for that class, a little monitor would take some child who was slow in reading or who had missed some school, into a cloak room and conduct a reading class. At other times, instead of oral reading, I gave the monitors questions to distribute about certain stories in some book, with answer slips to be placed after the questions when they had finished reading the lesson silently. In this manner my first graders, who, with the exception of one, were rather slow, completed several primers and first readers, besides the pre-primer work, during the seven months of school. Their expression was fair, their comprehension average and above, and they could read any material suitable for first grade at the end of the school year.

I found that the lower grades read and understood their lessons better when certain words and phrases were cleared up before class. One monitor was chosen, therefore, whose business it was to see that each child was thoroughly drilled on the phrases which I had written on the board. It was enlightening to see how much more these children got out of their lessons under this system.

In the same manner phonics and number drills were given with the same satisfactory results.

Aside from helping the little ones, they also practiced self-help, such as drilling each other on certain fundamental principles, such as the multiplication tables. By the end of the year my fourth and fifth grades could add the forty-five combinations in sixty seconds, and one or two could do it in less time, while the fundamental processes were well grounded in all the grades above and including the third.

One more thing which the upper grades did and which I consider of great educational value to them, was recataloguing the library. Our library was listed as having 128 books, but a survey showed that some were lost, many needed mending and others were not on the state library list.

A librarian and an assistant were appointed to keep the library in order and were trained to make correct records of the books loaned and returned. I checked over the list at the end of the week to catch mistakes and see that no books were lost.

These are only a few of the things a resourceful rural teacher can devise to keep that bright child in the upper and middle grades out of mischief, give him something of educational value, and through helping another child, develop a better school and community spirit.

The Public School is dear to the heart of the American people. Through it they hope to realize their fondest desires; and they will not rest content until every boy and every girl is given opportunity commensurate with ability, regardless of birth, wealth or health. Americans want more education.—William F. Russell.

Your Favorite Fruit Drink...
with the addition of
Horsford's Acid Phosphate
becomes a tonic drink
that relieves mental and nervous exhaustion; increases the activity of the brain and assists nature in restoring vitality to the body. *Try it!*
AT ALL DRUGGISTS
D-31-2

Hurrah, School Is Over!

By ARTHUR DEAN

To many parents the glad cry, "school is over" means endless trials and tribulations. Five or six more hours a day are added to mother's responsibilities. Besides the year-round job of minding the little ones who do not go to school, mother has the summer job of supervising those of kindergarten and primary school age who, up to the vacation period, have been kept busy in school. Add to these tasks the nerve-racking job of handling boisterous adolescents and we know why mother says in early September: "Hooray, school opens next week."

The long school vacation is perhaps the most wasteful child life device ever invented by man; or at least the continuing of this yearly process of wasting the possibilities of the vacation period when the necessity for it has long since disappeared is a crime which intelligent people should no longer commit.

Years ago schools closed early because the boys and girls were needed for crop planting. As a matter of fact schools ran only when there wasn't any farm work. They didn't close in April or May because the schoolhouse was warmer. They closed because the fields were warmer and the days were longer.

In these modern days the only summer crops which school youth usually plants after school has closed are crops of idleness and mischief. I am inclined to recommend a school year of eleven months, with emphasis in the summer on supervised recreation, nature study, field excursions, manual training, tutoring, domestic science, literature, use of the public library, etc. The smaller children should go for only half a day while the older ones should have a sensible mixture of activity and mental work. The duller children can thus make up their work. The brighter can forge ahead and complete their work in less time than they now take. The school equipment investment will thus deliver full value to the taxpayer and the parent.

I foresee the day when every populous city will have municipal school camps where youngsters can actually see nature in all of its glory, animal and bird life in action, and learn that milk comes from a cow and not through the magic of a can opener.

The time is already here when parents with either money or brains — sometimes unfortunately it takes both — are sending their children to summer camps where they learn to swim, play, work, build, ride, row, sail, fish and hunt.

The time is already here when young people of both sexes realizing the foolishness of wasting precious months in idleness are working on farms, in shops, tearooms and stores in order that they may earn money, gain vocational experience, get a glimpse of real life, and come back to school with a broader outlook.

Many parents crank up the old car and take the children on an educational tour which increases their knowledge of geography, history, industry, commerce and public enterprises. And to go them one better the boys and girls themselves are taking long hikes across the country. Summer is a rich period for wholesome ventures in useful work, in directed recreation, in vocational guidance through experience, and in travel.

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EDUCATION IN ACTION

Father's Objections Recalls Magazine

A revised edition of the commencement number of the Red and White, the Rochester, N. H., high school magazine, has reached the students, advertisers and subscribers after having been hastily sent back to the printers for correction. When the number was originally issued, George A. Manchester took exception to the sketch under the picture of his son, Warren, contending, it is said, that the wording conveyed the impression that his son was a liar. He immediately took the matter up with the school authorities and the entire issue was recalled. The pupils, it is said, were told not to discuss the matter. In the new issue under young Manchester's picture is the following: "A quiet mind is richer than a crown. Here is another of our boys who has always been enthusiastic over athletics. We wish him success in the future."

Chair in History Given to Cheyney

Dr. Edward P. Cheyney, one of the leading authorities on sixteenth century history of England, has just been appointed to the new Henry Charles Lea professorship of history at the University of Pennsylvania. The Lea professorship was endowed recently through a bequest made by Miss Nina Lea as a memorial to her father, who was known as one of Philadelphia's most distinguished scholars, particularly for his researches in medieval and ecclesiastical history. He was past president of the American Historical Association, a fellow of the Imperial University of Moscow and held honorary degrees from several American universities. He bequeathed to the University of Pennsylvania his library of 12,000 volumes. Dr. Cheyney, who becomes the first incumbent of the new chair, has been professor of European history at the university since 1897, and has served as president of the American Historical Association and as editor of the American Historical Review.

College Graduates Pick Flower-Selling Careers

Youth is adventuring in the field of the retail florist, declared Edward J. McCarthy, president of the Society of American Florists, at the annual banquet of the Springfield, Mass., Florists Association. The sale of flowers has developed amazingly in the last few years, due to the young men and women fresh from college who have brought a new appreciation of the products of the flower growers into their communities, he said.

Beating of Boy Justified by Court

De Will C. Ingalls, a teacher at the Isaac E. Young Junior High School, who was arrested and accused of beating Willis Troy, a fourteen-year-old pupil, with a rubber tube, was honorably discharged in the City Court of New Rochelle, N. Y. Several witnesses testified to the beating, but it was brought out also that the boy had been expelled from the Virginia Episcopal School and had been sent to the principal of the Isaac E. Young Junior High School thirty times for discipline since his admission last October. "My idea is that what the teacher did was absolutely justified," said Judge Bizel. "Our institutions are to educate our boys and girls and to develop their minds, and it is not for any child to openly defy a teacher as this boy did. I, therefore, most honorably discharge you, Mr. Ingalls, and dismiss the case."

To Divide $25,000 Among Needy Students

Dr. Lucinda Templin, principal of the El Paso, Texas, School for Girls, is trustee for $25,000 that may be used as she sees fit in educational work. This scholarship fund was intrusted to Dr. Templin by Mrs. G. A. Radford of Webster Grove, Mo., with no specifications as to how it should be distributed. Dr. Templin may use it for the benefit of any school with which she is connected. In any case the money will be given to students outright. Dr. Templin, who insists no rules are needed in girls' schools, will parcel the funds among needy students at her discretion.

Sun-Tan Backs And Bare Legs Hit

More high schools are showing active opposition to the hot weather fashion for girls to go without stockings and to wear dresses with long V-shaped backs so that the ultra-violet rays of the sun may reach uncovered skin. Principal Edward T. Marlatt of the Hackensack, N. Y., High School told his pupils at assembly that "if any girls come to this school again without stockings or with abbreviated waists I will immediately send them home. These pupils will then be compelled to stay home unless they go to the Board of Education and get a permit to return." In Southbridge, Mass., Principal Channing H. Greene sent home twenty-five girls of Mary E. Wells High School after he had lectured them on "immodesty in dress." The majority of the twenty-five were stockingless, some wore socks, others stockings rolled below their knees and a few had on low-cut dresses. Mr. Greene said: "If the parents of the Southbridge High girls do not make their daughters dress properly I will or they will not be students in my school."

Plans Are Laid For Lincoln University

Preliminary plans for an Abraham Lincoln Foundation and an Abraham Lincoln University were announced recently in New York City. The foundation is to be a great educational tribute to Abraham Lincoln. The university may be established somewhere in Westchester County, New York State. Some of the details of the plan were revealed by Charles H. Tuttle, United States attorney, who said: "This program contemplates a faculty of a score or more of educators whose qualifications as to Lincoln-minded character, ability and scholarship are in harmony with the enterprise and its purpose. This group will be afforded at least two years for further preparation, including world travel at the expense of the Foundation. They will plan for the earlier years of the Foundation a curriculum which, while it will be adequately cultural, will seek to impart inspirational knowledge and the gospel of Lincoln-mindedness. This program also contemplates an annual award of 200 fully paid scholarships, ample to defray the expenses of the students." The cost of the proposed institution and the plans for financing it were not revealed.

Third of Students Work Way in College

Most colleges and universities maintain employment bureaus which provide opportunities for students needing jobs. How successful these bureaus have been in supplementing the students' own efforts to seek work is evident from the Bureau of Education report that, out of a total enroll-

ment of 738,211 students in 763 men's, women's and co-educational institutions of higher learning, 265,208 were employed during the college terms and earned a total of $32,500,000. The figures are for 1927-28, the last on which the Bureau of Education has obtained comprehensive data. Thus more than one-third of all the students in these colleges were wholly or partly self-supporting. Figures do not include money earned during summer sessions when students were able to give their entire time to jobs. Nearly half of the male and one-fourth of the female students earned part of their college expenses. In addition loan funds totaling $4,000,000 were at the disposal of needy students of worthy character and scholarship.

Schools to Stress Safety on Streets

Public school teachers and principals are called upon in a bulletin issued by Dr. William J. O'Shea, superintendent of schools in New York City, to emphasize the dangers of street traffic and to stress accident prevention to more than 1,000,000 children on Summer vacation "Every effort should be made," he said, "to impress upon the children the need of finding playgrounds where they may enjoy themselves in safety. Impress on the children the types of games that present elements of danger —roller skating, bicycle riding, bouncing balls near the curb, playing any game near traffic." A warning was also addressed to the teachers, principals and parents, indicating the possibilities of danger and annoyance when groups of children are taken to baseball parks.

Urges Dropping Mediocre Students

"The road to higher education has been paved so smoothly in our time," declared Dr. Hans Zinsser of the Harvard Medical School at the annual convocation of the Graduate School of Brown University, "that many are impelled to enter it without considering the remote consequences to their lives. It is not easy to discriminate between those whose imaginations are quick with the lure of intellectual adventure and who will find happiness in the quest alone, and those whom we are apt to start on the road to disillusioned mediocrity, who will toil in growing discouragement to gather dull stores of dusty facts, as the convict accumulates his pile of dead stones. It is our task not only to incite and stimulate, but with equal humanity and wisdom to dissuade. Let us have at least the honest judgment of those who appraise young painters and poets, or horsemen, or fiddlers, and instead of thinking the world is served by a mass production of factory-made scholars, shoulder the risk of occasional error and unpopular departments and humanely divert the palpably pre-doomed Doctor of Philosophy into the happier destinies of the dry goods business or encourage him to escape in time into a teachers' college or business school."

Extra-Curricular Activities Offered

Extra-curricular activities are important features of the program in the modern rural school, judged by information revealed by a survey of 350 Iowa consolidated schools recently made by the superintendent of public instruction of that state. According to the report of this study, the schools surveyed encourage all pupils to participate in one or more of the following activities: Playing basketball, declamatory contests, playing baseball, musical festivals, track work, playing football, and debating contests. The number of schools in which these activities are actually directed, ranges from 96 per cent. for the first-named activity to 10 per cent. for the last one. All honors in the contests were won by boys and girls living on farms in 77 of the schools; more than 90 per cent of the honors in 39 schools.

Toulouse Marks 700th Anniversary

A solemn session of the University of Toulouse, presided over by the President of the French Republic, in the ancient Church of the Jacobins, recently brought to a close the three days of fetes arranged to commemorate the 700th anniversary of the founding of the university. The ceremonies, attended by scholars representing universities both of Europe and America, were designed to illustrate the many-sided activities both of the university and of the country of Languedoc, of which Toulouse has been the capital since the days of the Roman Empire. The Treaty of Paris of 1229, signed immediately after the outbreak of the terrible Albigensian rebellion, obliged the last feudal Count of Toulouse, Raymond VII, to organize at his own cost and in his capital a centre of orthodox instruction, where fourteen professors were to give instruction in theology, civil and canon law, philosophy and medicine. King St. Louis favored the budding institution with all his power. Even at that distant date Toulouse had, for several centuries, held its place in civilization, and the Latin city was, as early as the fifth century, celebrated for its poets and orators. The troubadours at the court of the Counts of Toulouse sang in the language of Oc their songs whose echo still vibrates. Founded on a platform of peace and unity, the university opened a new and glorious era in the intellectual history of Southern France. There has recently been discovered a prospectus in Latin in which the delights of university life at Toulouse are laid before the young men of the day. "It is," reads the prospectus, "a land where the rich fields are green, where Bacchus reigns among the vines, where the air is so well tempered that the ancient philosophers preferred to reside here rather than anywhere else in the world, even preferring it to those places the most esteemed." Until the revolution the traditions of Toulouse were continued unbroken. Then the university was obliged to close its doors until Napoleon re-established first the faculty of law, then the school of medicine, the faculty of sciences and that of letters.

Proper Lighting In Primary Schools

Dr. A. Leopold, school physician in Amsterdam, Holland, has interested himself in questions of technical hygiene as applicable to the primary schools there, and, more particularly, in the subject of lighting, according to an article in the American Medical

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Association Journal. The benefits obtained by a better lighting of the industrial work room have reacted favorably on the lighting of the schools. A royal decree regulates the construction and the disposition of the rooms in which primary education is to be imparted. It imposes certain conditions with regard to the quantity of natural light; namely, that the total glazed surface shall be from one-sixth to one-fifth of the total floor area. From the scientific point of view, that is not always sufficient, as may be seen from the following considerations: In narrow streets with tall buildings, the rooms on the lower floors do not get sufficient light even though the relation of one-sixth or one-fifth between the two surfaces considered has been observed. Simple formulas are difficult to set up. Owing to the many different factors that enter into the problem (size, placement and number of windows; width of the street, height of the opposing buildings, height of the floor above the level of the street), many different combinations may give the same result. For that reason it would seem that, legally, it should be held that a room is sufficiently lighted and ventilated if a competent employee accepts it as adequate.

4,400 College Graduates Work in One Concern

More than 4,400 college graduates, representing approximately 215 American universities, colleges and technical schools, are in the employ of the General Electric Company. In addition there are more than 300 graduates of educational institutions in thirty-five foreign countries. Forty women in the employ of the company are also university or college graduates. The figures include only those who complete a course for a degree. Seven universities or colleges are represented by more than 100 graduates.

College Head Loves His Work

Dr. Edwin Anderson Alderman, who just has rounded out twenty-five years as president of the University of Virginia, finds there are certain pleasures attendant on being head of an educational institution. In pointing out what he terms the "pleasures and joys of a university president's life," Dr. Alderman says that "youth, romantic, hopeful, picturesque and potential, surrounds him all his days, and some of his nights, and will not permit him to grow old." The college president's associations, he says, are with gentlemen and scholars in and out of college walls, and wherever he goes he is sure to meet the best people on their best behavior.

TREND OF THE TIMES

PER CAPITA money of every citizen of the United States in circulation in May of this year was $39.61 as compared with $40.12 for the same month a year ago. Total money in circulation at the end of May had increased during the month to total $4,739,822,414, while in May, 1928, it was $4,744,074,316. The total stock of money for May this year was $8,390,734,466, which was higher than last year's figure of $8,123,846,787.

GRANDMA'S bathing suit of knee and elbow length flannel, with pantalette bloomers, was barred for this season, from the Wildwood Gables, N. J., bathing beach by an edict of Charles F. Dykes, captain of the Gables life guards. "They hinder swimming and make it dangerous for the wearers to go into the surf," he declared.

CHIEF CARRIER of disease nowadays is man himself, according to Dr. Shirley W. Wynne, Commissioner of Health of New York City. Today, he said, the task of health authorities is to prevent man himself from being a source of infection and a carrier of disease to others. This is the outstanding objective of all public health work. It is the explanation not only for modern sanitation, but for immunization, hospitalization and organized preventive effort.

ALL OVER the country voices are being raised by the deaf and the hard of hearing against the "talkies." In the moving picture house, where a silent drama moves across the screen, with ample captions interspersed, the deaf do not have to ask what it is all about. Some of them can read the lips of the actors. Now that words are succeeding written captions, the understanding of the deaf is impaired.

CRAZE for amusement threatens America with degeneracy, and one of the chief needs of society to counteract this danger is men and women who will teach people to make better use of their leisure, Dr. George D. Strayer, professor of education in Columbia University, recently stated. It is important that we distinguish between the making of a living and the making of a life, he said.

THAT EVERY ONE soon will live 100 years, was the prediction of Sir Oliver Lodge, veteran scientist, when he was interviewed on his seventy-eighth birthday. His belief is founded on the better living conditions for this generation. "The nation is healthier by far than it was even twenty years ago, and when conditions have improved a little more then there will be no reason for any one dying until he has scored a century," he said.

FOLLOWING UP the action of the presidents of 500 Chambers of Commerce in France, four powerful industrial and economic organizations have announced their agreement on a united protest against the new tariff schedule proposed by the United States. To safeguard their common interests, the resolution adds, it has been decided to continue exchanges of opinion with the great industrial groups of Europe which are "rightly anxious about this grave attack upon world economic solidarity." Measures of defence and reprisals, if necessary, will be taken.

A REVOLUTION in agricultural methods is predicted by J. B. Davidson, head of the agricultural engineering department of Iowa State College. He expects it to take place within the next fifty years. Some of the developments he believes the American farmer will see include plows that pulverize the soil, cultivators that tear weeds to shreds, turbines that burn any kind of liquid or gaseous fuel, wind motors that transform atmospheric nitrogen into fertilizer, automatic plows, cultivators and harvesters.

WITH TEN MILLION voters in France, 1,200,000 were candidates in the recent municipal elections. About 400,000 men got posts as municipal councilors or aldermen. The minimum number of councilors, no matter how tiny the commune, is ten. In some places every voter is an officeholder. There are 37,984 communes in France. It is said that no other people like holding public office better than the French.

TORNADOES numbering 1,400 occurred in this country during the period 1916-1928, according to government records. Property losses aggregated $173,000,000 and about 3,861 lives were lost. The machinery for collecting this data was created in 1879 by the United States Army Signal Corps and is now carried on by the climatological division of the Weather Bureau, with the aid of more than 5,000 weather observers well distributed over the country.

The BOOK TABLE

BETTER ENGLISH FOR BEGINNERS. By Harry Jewett Jeschke. 223 pages. Boston, New York, Chicago: Ginn and Company.

This is a real creation in the art of having children enjoy enthusiastically their language lesson. It leaves each lesson where each child will think about it on the street and will talk about it at home.

No language lesson is worth while that does not connect with the last lesson and does not interest the children till the next lesson.

There is nothing in this book that is merely negative. It is not a series of "Don't say it this way."

It has a charming way of having children learn how to speak and write. Here is a sample of the spirit of "Better English for Beginners."

"Like a sturdy oak stands *came*,
Wants no helpers in the game.
Weak-kneed *come* is mum and dumb.
Needs the help of *have* its chum."

A CHILD'S NUMBER PRIMER. Part One. By Julie E. Badanes and Saul Badanes. Illustrated by Helen M. Torrey.

Part Two. By same authors. New York: The Macmillan Company.

These number primers are so attractive and represent so clearly what a child cannot help learning even with a mother to guide him, even if she has never thought of teaching anything of school nature.

In school the youngest child, with the slightest attention of the teacher, will go frolicking among number combinations as naturally as a lamb enjoys hopping about.

THE FINE ART OF TEACHING. By Arthur Cary Fleshman, Ph.D., Converse College, Spartanburg, South Carolina. Mimeograph-Print. Edwards Brothers, Ann Arbor, Michigan.

Dr. Fleshman considers teaching as a fine art, dealing with truth and beauty. Its function is precisely that of the painter, sculptor, architect, musician and literary artist. Each artist has in mind a conception which he desires to put into objective form. The teacher takes the child as the sculptor takes the marble, as the painter takes the canvas, and by his knowledge of the principles of human growth and development, he transforms the child as the sculptor transforms the marble. While the sculptor deals with marble, the teacher deals with mind, body, and a nervous system. His ideal is a perfect human being, beautiful in physical form, bright in intellectual capacity and perfect in human conduct and character.

"Character is more important than learning, and good moral habits are more to be desired than good mental habits. To be able to act justly is of more value to the student than to be able to think correctly. Every lesson, every exercise, every mode of school management, should have as its ultimate purpose the formation of right habits, the culture of the moral judgment, the quickening of the emotional nature and the development of upward tendencies of life."

The author's method of dealing with each school subject may be appreciated by his suggestions regarding literature.

"Literature may be said to be the key to the lives of the great writers of the world. The painter flings his thoughts out on canvas. The marble is permeated with the thought of the sculptor, the building contains the thought and expression of the architect, but the literary product containing the real life and essence of the writer is put in a form easily interpreted by his fellows. To understand the form in which the human life is expressed one must understand human life. Literature unlocks the soul of the literary genius and makes the inner life an outer form of expression. Literature is not so much the expression of actual life as the portrayal of an idealized life to be attained."

THE TRAINING OF ELEMENTARY TEACHERS IN GERMANY. By Thomas Alexander, Ph. D., Teachers College, Columbia University. Cloth. 340 pages. Bureau of Publications, Teachers College, New York City.

Dr. Alexander is one of the popular professors of Teachers College, and his own statement regarding this book will be of general interest.

"The present volume will, in many details, be out of date before many years pass, because teacher-training organizations in Germany are undergoing constant and rapid change. The volume is being published at the present time, however, since it is probably most interesting to have a record of the fundamental changes as they are being made. It is safe to assume, moreover, that general laws laid down in Germany will not be changed to any marked extent. The training of elementary teachers is definitely and finally upon the university level, and it is most unlikely that any backward step will be taken."

STONE-MALLORY MODERN PLANE GEOMETRY. By John C. Stone and Virgil S. Mallory, both of State Teachers College, Montclair, N. J. Cloth. 474 pages. Chicago, New York, Boston: Benjamin H. Sanborn and Company.

The threat to eliminate Plane Geometry from secondary schools has aroused mathematical book makers and publishers to heroic efforts to produce texts so attractive as to be irresistible. There have been many new texts on Plane Gometry, no two of them approaching the subject from the same angle.

It was hardly necessary for John C. Stone to say: "This geometry has many features not found in other texts," for that is true of all of his many mathematical texts, which is largely responsible for the great success of his texts. Not only so, but it could have been said of almost every recent text on Plane Geometry.

One thing has been achieved. There is apparently no more talk of eliminating geometry from courses of study. The Stone-Mallory text is a genuine "Modern" Plane Geometry. Its aim is to awaken an interest in each step in the development of the subject. To achieve this there are eight "units," each an attractive vista, creating an added desire to enjoy the vision to which the eight units tend.

Books Received

"The Problem and Practice Arithmetics." Book One. By David E. Smith, Eva M. Luse, Edward Longworth Morss.—"Community Civics." By Arthur W. Dunn. — "Mastery Speller." By James H. Smith, William C. Bagley.—"Community Civics for City Schools." By Arthur W. Dunn. —"A Character Book for the Sixth Grade." By Curtis Gentry.—"A Character Book for the Fifth Grade." By Curtis Gentry.—"A Character Book for the Fourth Grade." By Curtis Gentry. Boston, New York: D. C. Heath and Company.

"My Work Book." For the Beginner in Reading. By Annie Henshall Sutton.—"Cottons and Other Useful Fibres." By Nellie B. Allen.—"The Americas." By Wallace W. Atwood and Helen Goss Thomas. Boston: Ginn and Company.

"Good Fairy Tales." Irish Ones. By Jo. McMahon.—"Clipper Ships." By Peter Adams. New York: E. P. Dutton and Company.

"The Nature and Direction of Learning." By William H. Burton.—"The Teaching Unit." By Douglas Waples. New York: D. Appleton and Company.

"Directed Study Guides." By Alma Leonhardy, Grace W. Hogoboom, Elizabeth Van Patten. 3 Books.—"The Training of Teachers of the Modern Foreign Languages." By C. M. Purin. New York: The Macmillan Company.

"Columbia Research Bureau Algebra Test." By J. B. Orleans, M. A., J. S. Orleans and Ben D. Wood, Ph. D. Yonkers-on-Hudson, New York: World Book Company.

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GRINS BETWEEN GRINDS

Just On the Way

"Meenister," said Donald, "Ah'm thinkin' ye deceived me. Didna ye say that if I got married Ah'd be at the end of ma troubles?"

"Aye, Donald," said the minister, "but Ah didna say which end."

Help Wanted

The office boy entered the sanctum of the small town newspaper and said: "Say, boss, there's a tramp outside who says he hasn't had anything to eat for six days."

"Bring him in," said the editor. "If we can find out how he does it we can run this paper for another week."

The Indirect Method

"My little girl embarrassed me one day while I was calling on a neighbor by asking for something to eat. I told her if she ever did that again I'd punish her.

"The next time we went to the same lady's house, just before lunch time my little one said: 'Mrs. Shepherd, are you hungry?' "

"'No, Lucile, I'm not hungry,' replied our hostess.

"'Well,' said Lucile, 'I sure wish I was you.' "

Cool Enough

Grandmother had finally yielded to the repeated urging of a grandson to accompany him on a test flight. Up and up they went until the youthful pilot leaned back and shouted: "Do you realize that we are up 17,500 feet?"

"Oh, I don't mind that," she said bravely, "but don't you think it's cool enough so that you might turn off the fan?"

Not in Her Contract

"Jump, lady, jump!" shouted the firemen holding the life-net to the movie star, who stood at the sixth-story window with the flames raging behind her.

"I'll do nothing of the sort," she shouted back. "Tell the director to send my double here this instant."

Accommodating!

Salesperson (to customer)—"No, it is some time since we had any."

Buyer (who has heard only this part of conversation)—"But we can order it for you, madam."

Customer—"Well, you are certainly clever, we were speaking about rain."

Wise One

"Oh, George," wailed the young woman, "I have found out that you were devoted to no fewer than five girls before you finally proposed to me. How do I know that you didn't make desperate love to all of them?"

"I did," answered George.

"You did?" she cried, horrified.

"Certainly," he returned. "You don't suppose for a minute I would be so foolhardy as to try for such a prize as you without a little practice, do you?"

Recognition

Sonny had just returned from his first attendance at Sunday school. He beamed proudly as he announced that the minister had spoken to him.

"Oh," said his father, "and what did he say to you?"

"He told me to keep quiet," replied Sonny.

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Boston Friends of MacDonald

Edwin D. Mead and his wife, Mrs. Lucia Ames Mead, have been intimate friends of Ramsay MacDonald, Prime Minister of Great Britain.

The friendship of the Meads with Mr. MacDonald dates back thirty years, to a time before the beginning of Mr. MacDonald's public life; and throughout his political career their relations have always been intimate and sympathetic. They had important conferences with him in London in 1914, on the outbreak of the war, and they last visited him during their stay in England in the summer of 1927.

They have cabled their congratulations to Mr. MacDonald, hailing his victory as a new pledge of world brotherhood and peace; and they look forward to his administration with high hope and confidence, emphasizing its international significance.

"Nobody," says Mr. Mead, "need fear any wild-cat schemes from Ramsay MacDonald because his party is called a Socialistic party. He is one of the safest and sanest of men. His mind is as conservative and careful as it is radical and resolute. But radical it is; and he and his associates are resolved that such economic evils and inequalities in England as can be politically controlled shall be stopped."

The circumstances of their first meeting with Mr. MacDonald were pleasantly recalled by Mr. and Mrs. Mead. It was at the beginning of 1899, a few months before the first Hague conference. He came to Boston with an introduction from William T. Stead, who was working hard through his little paper, "War Against War," to stir up English interest in the approaching conference. MacDonald, a handsome young Scotchman of twenty-four, was one of Stead's zealous lieutenants, and he came to confer with the American workers, to promote co-operation. Mr. Mead took him to dinner at his Pinckney street house, and all spent the evening in earnest conversation. "We little divined," said Mr. Mead, "that we were entertaining a future prime minister of England." Mr. and Mrs. Mead were members of Dr. Hale's church, and Dr. Hale at once became interested in MacDonald and arranged a fine meeting for him at the church.

At the outbreak of the war, in 1914, Mr. and Mrs. Mead were in Europe, and had important conferences with MacDonald in London. Mr. Mead spoke of walking with him for an hour on the Parliament House Terrace by the Thames, after England had entered the war. Lord Morley and John Burns had resigned from the cabinet because they could not sanction the war; and MacDonald, then a member of parliament, was deeply agitated. He, too, thoroughly disapproved of the war, and knew that he could not long continue to hold his seat.

Mr. and Mrs. Mead have just returned from a three months' trip to the Pacific coast in the interest of international friendship. It was one of Mrs. Mead's speaking tours under the auspices of the National Council for the Prevention of War, and she gave more than 100 addresses before colleges, churches, schools and clubs, working from Pasadena, San Francisco, Portland, Seattle, Spokane, St. Paul and other centres.

Mr. Mead went not primarily with the purpose of speaking, but to visit friends and see the country which he had never visited, but he received so many invitations to speak that he gave twenty or more addresses during his stay, chiefly at large meetings of students at Stanford University, Los Angeles, at the University of California, the University of Washington and Oregon colleges.

Simonds Prize 1929

By Alvin T. Simonds, Fitchburg, Mass.

Since 1921 I have been offering $1,500 for the best essays on an economic subject. My object has been to help increase general economic intelligence in the United States. The subjects of the contests to date are as follows:—

1. (1921) Present Economic Conditions and the Teachings of Adam Smith in the "Wealth of Nations."
2. (1923) Lack of Economic Intelligence.
3. (1924) Sharing our National Income.
4. (1925) Your Prosperity and Mine.
5. (1926) Saving and Spending.
6. (1927) Who Ultimately Pays the Taxes?
7. (1928) Reducing the Costs of Distribution.

For 1929 the subject is "The Federal Reserve System and the Control of Credit."

One thousand dollars is to be awarded for the best and five hundred dollars for the next best. The contest is open to everybody everywhere.

The contest closes on December 31, 1929. All essays should be in the hands of the Economic Contest Editor, Simonds Saw and Steel Company, Fitchburg, Mass., on or before that date. Write for the rules of the contest, if you are interested.

Meetings To Be Held

JULY

8-12: American Medical Association, Chicago, Illinois; Sec. Olin West, 535 N. Dearborn Street, Chicago, Illinois; Portland, Oregon.

25-August 4: World Federation of Education Associations; Sec. C. H. Williams, 101 Jesse Hall, Columbia, Missouri; Geneva, Switzerland.

AUGUST

22-29: World Association for Adult Education; Sec. Dorothy W. Jones, 16 Russell Square, London, W. C. 1, England; Cambridge, England.

26-27: American Association of Colleges of Pharmacy; Sec. Zada M. Cooper, 105½ S. Clinton Street, Iowa City, Iowa; Rapid City, South Dakota.

SEPTEMBER

2-5: International Association for Commercial Education, Zurich, Switzerland; Sec. A. Latt Schanzenberg, 7, Zurich, Switzerland; Amsterdam, Holland.

5: Massachusetts State Normal School Teachers' Association; Sec. M. Grace Fickett, State Normal School, Westfield, Mass.; Bridgewater, Mass.

30-October 5: American Public Health Association, New York City; Sec. Homer N. Calvert, 370 Seventh Avenue, New York City; Minneapolis, Minn.

OCTOBER

8-11: Wyoming State Teachers Association; Sec. B. H. McIntosh, Cheyenne; Thermopolis.

17-19: Indiana State Teachers Association; Sec. Mary Harsha, Vincennes; Indianapolis.

17-19: Minnesota Education Association; Sec. C. G. Schultz, 162 W. College Avenue, St. Paul, Minnesota.

17-19: Utah Education Association; Sec. D. W. Parratt, 316 Vermont Building, Salt Lake City, Utah.

18: Indiana History Teachers Association; Sec. Minnie Lloyd, Shortridge High School, Indianapolis; Indianapolis.

20-30: Association for the Study of Negro Life and History, Washington, D. C.; Sec. S. W. Rutherford, 1538 Ninth St., N. W., Washington, D. C.; Washington, D. C.

21-24: National League of Compulsory Education Officials; Sec. J. A. Parker, 63 Pynchon Street, Springfield, Mass.; Kansas City, Missouri.

21-26: Washington Education Association; Sec. A. L. Marsh, 707 Lowman Building, Seattle; Seattle.

24-26: Rhode Island Institute of Instruction; Sec. C. W. Bosworth, Cranston High School, Auburn; Providence.

25: Connecticut State Teachers Association; Sec. S. P. Willard, Colchester; Hartford, New Haven, Bridgeport, Norwich.

25: Franklin County (Mass.) Teachers' Association, Greenfield, Mass. Mrs. Mary Dennis, secretary, Rowe, Mass.

28-30: Association of American Medical Colleges; Sec. Fred C. Zapffe, 25 E. Washington Street, Chicago, Illinois; New York City.

28-31: Southern Women's Educational Alliance; O. Latham Hatcher, 401 Grace-American Building, Richmond, Va.; New York City.

31-November 1: Illinois Vocational Home-making Teachers; Chicago. Adah Hess, Springfield, Illinois.

30-Nov. 2: Nebraska State Teachers' Association; Sec. E. M. Hosman, Lincoln, Nebraska.

31-Nov. 2: Kansas State Teachers' Association; Sec. F. L. Pinet, 315 W. 10th Street, Topeka, Kansas; Independence, Kansas City, Salina, Topeka, Wichita.

31-Nov. 2: New Mexico Educational Association; J. F. Zimmerman, University of New Mexico, Albuquerque, New Mexico; Albuquerque.

NOVEMBER

November 1 and 2: Illinois Home Economics Association; Chicago. Secretary Lillian Stevenson, University of Chicago.

6: Child Study Association of America, New York City; Sec. Hettie Harris, 54 W 74th Street, New York City; New York City.

7-9: Association of Governing Boards of State Universities and Allied Institutions; Sec. D. W. Springer, 1202 National Press Building, Washington, D. C.; Lafayette, Indiana.

7-9: Wisconsin Teachers' Association; Sec. B. E. McCormick, 716 Beaver Building, Madison; Milwaukee.

9-12: New Jersey State Teachers' Association; Sec. C. B. Dyke, Short Hills; Atlantic City.

11: New Jersey Association of Teachers of English; Sec. B. E. Riggs, High School, New Brunswick; Atlantic City.

13-16: Missouri State Teachers Association; Sec. E. M. Carter, Columbia; St. Louis.

14: National Committee for Mental Hygiene, New York City; Sec. Clifford W. Beers, 370 Seventh Avenue, New York City; New York City.

14-16: Arkansas Education Association; Sec. H. L. Lambert, Box 1986, Little Rock; Little Rock.

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